**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Add and subtract within 20**  **The Envision Lesson: 2-1 addition: Adding 0,1,2** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 1. Problem of the Day – Draw a model to solve the problem – part, part, whole for the number 10. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   \*\* Vocabulary Words - add, addition sentence, plus (+), join, doubles fact, sum, equals  Game – Solve It With Vocabulary – found in Topic 2 p. 33E– Display vocabulary cards. On the board, write a addition sentence. Ask children to say what kind of fact this is. As they explain,, they should use as many of the vocabulary words as possible. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. *Divide into groups of 3 – 12 counters each – Interactive Learning p. 35* 2. Have three boxes but 0 counters in the first, 1 in the I more box, and 2 in the 2 more box. 3. Write 3 + 2 = on the board. Have the students use the counters and one of the boxes to solve this addition sentence. Share ideas. 4. Continue with additional problems – share ideas and how to solve them.   Questions   1. What else can you tell me about those numbers? 2. When would you use this? 3. Can you explain your thinking? 4. What is one more, two more, 0 more? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. Keep students in groups of 3 – give each group index cards with numbers 0,1,2. Give each group a dice also 2. One student rolls the dice and draws an index card. They then add the two numbers together as quickly as they can. 3. Do guided practice on p. 36   Questions   1. How did you get that answer? 2. Show me how you got that answer. 3. Draw the answer for me. 4. What’s one more, two more, 0 more? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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